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| Year 2 and 3 PLANNING | | | | |
| Date 16/11/2010 | |  | | |
| **LITERACY** | Reading  **Descriptive/**  **Narrative** | | WALT: identify the adjectives in a description.  WILF: you to name the words that are adjectives that describe the nouns.   * Circle sharing of adjectives found in independent reading – post-it notes * Order within sentence structure (adjectives, nouns) * Generalizations- get students to justify why they chose the adjective, what it tells us about * Experiencing the senses and visualise to help brainstorm nouns and then adjectives (go for a walk) * Using formulas and structure to help students to learn the pattern of adjectives in sentences | **Oral Language- Speaking & Listening**  Find adjectives in their own readers and/or class shared book then put them in a sentence, or add another adjective  Give an instruction and use adjectives in a sentence to describe a picture (e.g. “draw a face which is an *oval* shape with a *wavy* line “)  Listen to a partner in a barrier game and follow an instruction.  Retell what their partner told them about three new adjectives they learnt.  **Phonological Awareness:**  Use adjectives to practice strategy of segmenting words with consonant clusters into sounds  (e.g. black = b – l – a – ck; small = s – m – a – ll etc)  **Key Vocabulary:**  Adjectives  Nouns |
| Writing  **Descriptive/**  **Narrative** | | WALT: Write sentences that have adjectives that tell about the subject.  WILF: an adjective that goes with a noun.   * Picture chat * Barrier picture game * Non-print text – describing the story * Feeling Box – using different senses |
| Writing  Conventions | | Sentence structure  Broaden vocabulary use  Use of comma |
| **NUMERACY** | Focus 1  **Measurement – Mass**  **Number – Place Value** | | Year 2 – make, describe and compare measurements of volume using informal units.   * Working mathematically – calculators – order of entry * Recurring addition   Year 3 – Estimate and measure the volume of common objects. (using litres)   * Working mathematically * Predicting and testing * Maths Continuum * Steps to get to particular number – open-ended questions | **Oral Language**  Tell how they worked out the answer to problem with calculator (e.g. “There are 50 pigs which have 4 legs each so I pressed 50 x 4 = 200. So there are 200 pig legs on the farm)  Verbalise predictions (e.g. “I predict that…”)  Use more complex sentences to compare volume (e.g. I though the *tall skinny* bottle would hold the most volume **but** the *short white* container held more”)  Listen to how a buddy worked out an equation and retell what they said  **Key Vocabulary:**  Litres /milliliters  Compare |
| **TOPIC** | Train station, airport, local bus, cars, taxi, trucks, bikes, scooters, motorbikes. | | | |
| **PROFESSIONAL LEARNING** |  | | | |